

Supporting and Retaining Novice Teachers

1

LESLIE HULING, ED. D.
COLLEGE OF EDUCATION
TEXAS STATE UNIVERSITY – SAN
MARCOS

SENATE EDUCATION PANEL
APRIL 21, 2010: AUSTIN, TX

2009 Placement Status of Middle School Teachers by Certification Year
(From 2009 TEA PEIMS Data)

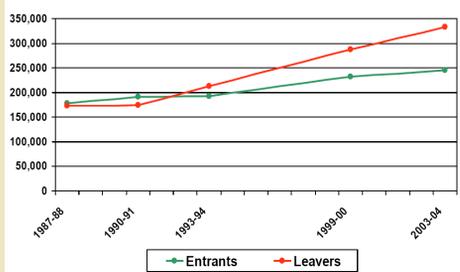
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Cert. Year	Total	Same Campus	Different Campus	Left Teaching	% Retained in Teaching
2003 (5-Year Retention)	4958	1388	1625	1945	60.77%
2004(4-Year Retention)	4757	1689	1482	1586	66.66%
2005(3-Year Retention)	4657	2018	1381	1258	72.99%
2006(2-Year Retention)	4841	2769	1080	992	79.51%
2007(1-Year Retention)	4954	3661	700	593	88.03%

Teacher Supply Increases
But Overall We're Losing Ground

(Source: 2009, NCTAF, Learning Teams: Creating What's Next)

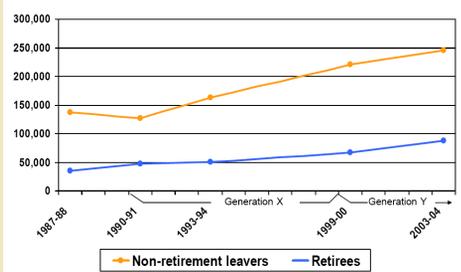
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Retirements Not Primary Cause of Teacher Attrition

(Source: 2009, NCTAF, Learning Teams: Creating What's Next)

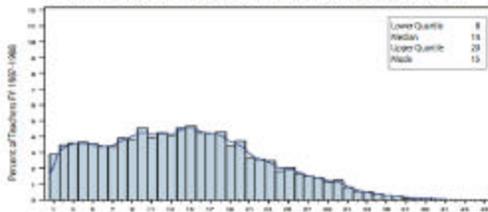
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National Public School Teacher Experience Distribution for 1987-88
(Source: 2010, NCTAF: Who Will Teach?)

5

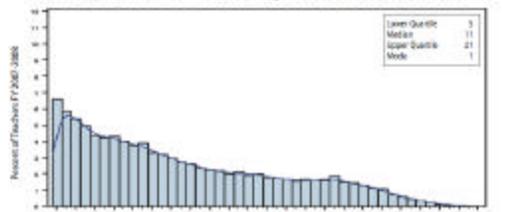
Public School Teacher Experience Distribution

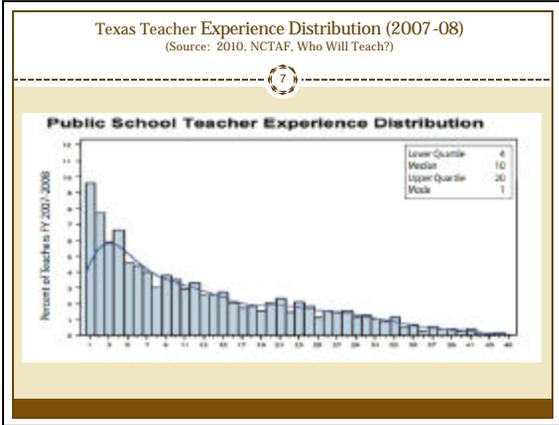


National Public School Teacher Experience Distribution for 2007-08
(Source: 2010, NCTAF: Who Will Teach?)

6

Public School Teacher Experience Distribution





- Three Avenues To Pursue
- 8
- Provide differentiated induction support
 - Encourage collaborative organizational structures to increase school effectiveness and reduce teacher isolation
 - Provide administrators with training and resources to support novice teacher development

In A Perfect World

9

All novice teachers would receive unlimited induction support

In the Meantime, given limited resources

10

I would recommend differentiated induction support

Advancements in Mentoring

11

Typical Practice	Promising Practice
<ul style="list-style-type: none"> • Solo mentor expected to provide support in all areas. 	<ul style="list-style-type: none"> • Support team involving those with expertise in specific areas (i.e. math coaches, behavior specialists, etc.)

Advancements in Mentoring

12

Typical Practice	Promising Practice
<ul style="list-style-type: none"> • Fulltime teacher assigned to mentor one novice teacher 	<ul style="list-style-type: none"> • Experienced educator whose primary job responsibility is mentoring multiple novice teachers

Advancements in Mentoring	
Typical Practice	Promising Practice
<ul style="list-style-type: none"> Mentors provided minimal upfront preparation for mentoring 	<ul style="list-style-type: none"> Mentors engage in ongoing professional development in mentoring and coaching

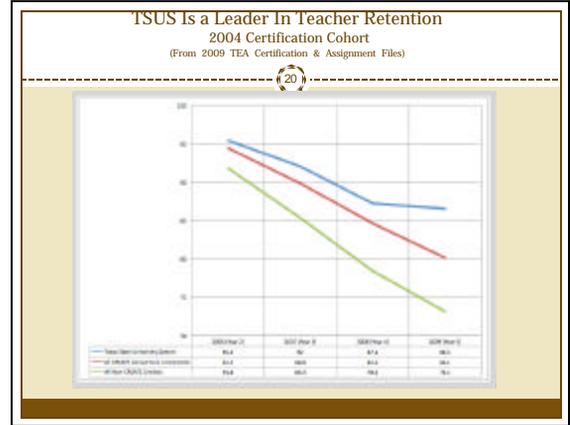
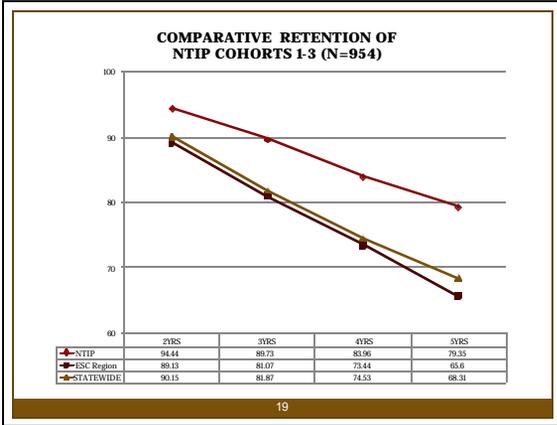
Advancements in Mentoring	
Typical Practice	Promising Practice
<ul style="list-style-type: none"> Few opportunities for mentor to observe novice teacher 	<ul style="list-style-type: none"> Mentor conducts frequent novice teacher observations coupled with feedback and coaching

Advancements in Mentoring	
Typical Practice	Promising Practice
<ul style="list-style-type: none"> Limited opportunities for novice teachers to observe other teachers 	<ul style="list-style-type: none"> Frequent opportunities for novice teacher to observe other teachers and to engage in structured follow-up discussions with mentor

Advancements in Mentoring	
Typical Practice	Promising Practice
<ul style="list-style-type: none"> Limited opportunities for novice teachers to interact with other novice teachers 	<ul style="list-style-type: none"> Frequent support sessions with other novice teachers facilitated by an educator with expertise in novice teacher support

Advancements in Mentoring	
Typical Practice	Promising Practice
<ul style="list-style-type: none"> Novice teacher participates in same professional development required of all teachers (regardless of experience) 	<ul style="list-style-type: none"> Professional development is targeted and selected in consultation between mentor and novice teacher

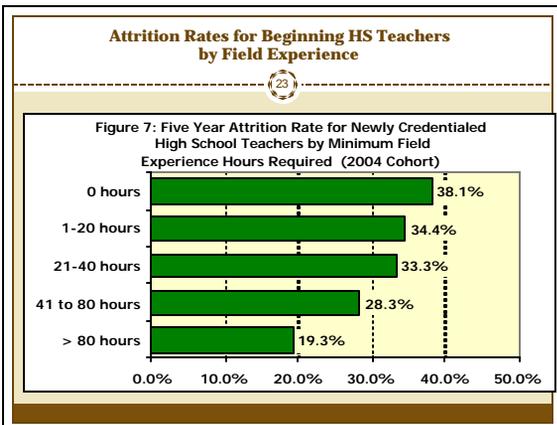
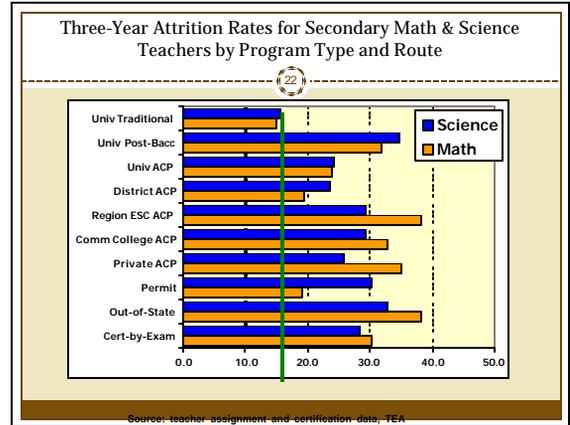
Novice Teacher Induction Program (NTIP) Implemented Promising Practices In Mentoring	
<ul style="list-style-type: none"> NTIP implemented by seven universities in Texas State University System (TSUS) Funded by grant from Houston Endowment Served three cohorts of first-year teachers who began in: <ul style="list-style-type: none"> 2002-03 2003-04 2004-05 Involved 954 Novice Teachers mentored by retired master teachers who worked halftime and had a case load of 8-10 novice teachers Each cohort of NTIP teachers was tracked through their 5th year of teaching 	



Investing Induction Resources Where They Are Most Needed

21

- Teachers with less intensive preparation need more intensive induction support.
- Teachers in high-demand fields are the most difficult to replace.
- Teachers at high-needs campuses face the most challenges.



Shortage Fields May Merit Extra Support

(Source: 2008, Fuller, Secondary Mathematics and Science Teachers In Texas)

24

Year	Mathematics			Science		
	Demand	Supply	S/D Ratio	Demand	Supply	S/D Ratio
2004	5440	3804	.699	5180	3163	.611
2005	5729	3896	.680	5741	3044	.530
2006	6162	4054	.658	5777	3015	.522
2007	6877	4428	.644	6760	3544	.524
2008	7587	4627	.610	7598	3690	.486
2009	7839	4620	.589	8147	3879	.476
2010	8257	4861	.589	8715	4077	.468
2011	8722	5115	.587	9334	4285	.459
2012	9236	5384	.583	10010	4505	.450

Other critical shortage areas include:

25

- special education
- bilingual education
- foreign language

Utilize Organizational Structures That Support Teacher Collaboration

26

- Academic Teaming
- Scheduling that provides teachers with common planning periods
- Strategic use of early release days to support faculty collaboration
- Innovative cross-generation instructional teams (NCTAF, 2010)

School Leaders Play a Key Role In Novice Teacher Support

27

- Facilitate faculty collaboration through academic teaming and scheduling arrangements
- Establish mentor program as a school priority; consistently reinforce this message
- Take an active role in mentor selection and assignment
- Provide recognition and incentives for mentors
- Make funding available for supplies and materials for novice teachers

School Leaders Play a Key Role In Novice Teacher Support Con't.

28

- Provide release time for mentors and novices to work together and engage in classroom observation
- Schedule regular support sessions for novice teachers with a skillful facilitator
- Check in frequently with novice teachers and mentors and provide encouragement
- Facilitate the novice teacher in participating in targeted professional development opportunities

Provide Employers With Useful Data

29

- Help employers understand the difference in preparation pathways and the need to differentiate induction support
- Continue efforts to collect data on teacher candidate performance
- Facilitate information sharing with preparation entities, potential employers and prospective teacher candidates

Q&A & Discussion

30

For more information:

Dr. Leslie Huling
(512) 716-4531
la03@txstate.edu